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ABSTRACT

In 1990-91, over 75,000 surveys were administered to Austin Independent School District (AISD), Texas, high school students. elementary school and secondary school teachers and administrators, other school professionals, and parents of students. These surveys gave respondents a chance to express their views on the AISD, and provide insight into the effectiveness of program and improvement activities in the AISD. The survey results are discussed in terms of the following topics: (1) school quality and effectiveness; (2) school safety; (3) district strengths and weaknesses; and (4) parent involvement. Overall, all responding groups were positive in their perceptions of the quality and effectiveness of AISD schools. All respondents agreed that school staff members believe in students' ability to achieve academically. All groups agreed that the schools are safe and secure places to learn. Students reported that they are satisfied with the involvement of their parents in their education; however, teachers at all levels believe that parents' lack of interest is one of the district's biggest problems. Students considered student lack of interest and truancy the biggest problem the district faces; most teachers and administrators are pleased with dropout prevention efforts. Teachers are generally satisfied with the instructional leadership of principals, inservice training and staff development, and the fairness of job appraisals. Twenty-four figures illustrate the survey findings. Five appendices with nine tables contain more specific survey results. (SLD)

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Reflections on the State of the District-- 1990-91 Districtwide Surveys

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AISD on AISD: Reflections on the State of the District-- 1990-91 Districtwide Surveys

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Sedra G. Spano

Program Description

In 1990-91, over 75,000 surveys were administered to AISD high school students, elementary and secondary teachers and administrators, other campus professionals, and elementary and secondary parents. The information provided through these efforts serves to:

a) Provide AISD students, staff, and parents a means for expressing their views on key issues; and

b) Provide meaningful insight into the effectiveness of program and improvement activities currently implemented within AISD.

Topics discussed in this report include:

- School quality and effectiveness,
- School safety,
- District strengths and weaknesses, and
- Parent involvement.

Major Findings

1. High school students, elementary and secondary teachers and administrators, and elementary and secondary parents are positive in their perceptions of the quality and effectiveness of AISD schools. (Pages 2, 6, 7, 16, and 24)

2. Students, teachers, administrators, and parents agree that school staff believe in students' ability to achieve academically. (Pages 8, 10, and 19)

3. Students, teachers, administrators, and parents believe that AISD schools are a safe and secure place to learn. (Pages 2, 3, 8, 12, 14, and 24)

4. Students report that they are satisfied with the involvement of their parents in their education; however, teachers at all levels believe that parents' lack of interest is one of AISD's biggest problems. (Pages 3, 4, 12, 22, and 25)

5. Sudents report that pupils' lack of interest/truancy is the biggest problem with which their schools must deal. Use of drugs, the biggest problem listed in 1989-90, was not rated as one of the top five biggest problems in 1990-91. (Pages 5 and 6)

6. Most AISD teachers are satisfied with their principal as an instructional leader, with the staff development and training they receive on their campus, and with the fairness of job appraisals. (Pages 19 and 20)

7. While most of AISD's high school students say "no" to a career in teaching, most AISD teachers see teaching as a long-term career. (Pages 12, 13, and 23)

8. Most AISD teachers and administrators are pleased with the District's dropout prevention efforts. (Pages 21 and 22)

A copy of the full report for which this is the Executive Summary is available as
Publication Number 90.31
from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703-5399
(512) 499-1724

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AISD ON AISD:
Reflections on the State of the District--
1990-91 Districtwide Surveys

FINAL REPORT

Introduction

The Austin Independent School District has conducted survey research with students, employees, and parents since the 1979-80 school year. The information provided through this effort serves not only to provide students, staff, and parents a means for expressing their views on key issues but also to provide meaningful insight into the effectiveness of programs and improvement activities currently implemented within AISD. The survey results are used by school leaders, such as principals or department heads, program directors, and other District professionals in understanding the strengths and weaknesses of various programs and policies of interest to AISD.

This report will be organized into four sections:

- o Trends/conclusions (section 1),
- o Students (section 2),
- o Teachers, administrators, and other professional employees (section 3), and
- o Parents (section 4)

Each section will report longitudinal information on a variety of key issues such as school climate/effectiveness, school quality, strengths and weaknesses, and parent involvement. More detailed information is contained in each of five appendices:

- o Appendix A contains a three-year summary of survey characteristics
- o Appendix B contains a description of the item selection process
- o Appendix C describes the nature of the surveys
- o Appendix D contains a chart of the anonymous employee survey results for the past three years
- o Appendix E contains charts of the elementary and secondary survey results for the past three years

This report serves both to present the current year's survey data and to provide longitudinal survey results from the past two to five years. In some situations, a chi square test of significance was used to compare 1990-91 results with 1989-90 results. The term "significantly more positive," as used in this report, indicates that the distribution of responses in 1990 were more positive than those given in 1989 based on the chi square test. It is important to note, however, that statistical significance on the chi square test does not necessarily indicate that the observed changes from 1989-90 to 1990-91 are meaningful in a practical sense. For example, a 1% or 2% increase in an "agree" response from one year to the next on a particular student item may be chi square significant with a large number of respondents, but may not represent an important trend in student responses.

TRENDS/CONCLUSIONS

Students, teachers, administrators, and parents were asked similar questions in each of the following areas:

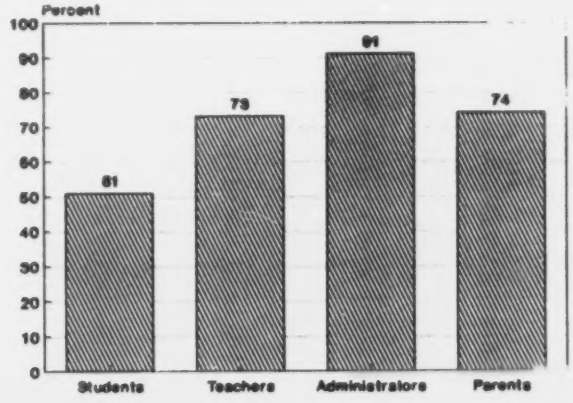
- o School quality
- o School safety and security
- o Strengths and weaknesses
- o Parent involvement

This section will present a synthesis of responses in 1990-91 across groups in the above areas.

School Quality

High school students, teachers, administrators,and parents are positive in their perceptions of the quality and effectiveness of AISD schools.

RESPONSES OF EXCELLENT OR ABOVE AVERAGE TO "THE QUALITY OF MY SCHOOL IS..."



Additional information on school quality and effectiveness can be found on pages 6, 7, 16, and 24.

Safety and Security

High school students, teachers, administrators, and parents believe that AISD schools are a safe and secure place to learn.

RESPONSES TO SCHOOL SAFETY ITEMS
1990-91

GROUP	ITEM	Strongly Agree + Agree RESPONSES
Students	This school is a safe and secure place to learn.	57%
Parents	My child's school is a safe and secure place to learn.	90%
Teachers	Our school has a safe climate.	88%
Administrators	Our school has a safe climate.	95%

Additional information on school safety can be found on pages 8, 12, 14, and 24.

Strengths and Weaknesses

- High school students, teachers, administrators, and secondary parents agree that pupils' lack of interest/truancy and lack of respect of teachers/other students are among the biggest problems in AISD's schools. Elementary parents are most concerned with large class size.

- High school students and parents report that quality teachers are among AISD's greatest strengths.

Additional information on District strengths and weaknesses can be found on pages 5, 6, 17, 22, and 24.

Parent Involvement

Students and parents are satisfied with the amount of parent involvement in AISD; however, teachers at all levels report that parents' lack of interest is one of AISD's biggest problems.

RESPONSE TO ITEMS RELATED TO PARENT INVOLVEMENT
1990-91

GROUP	ITEM	%	RESPONSE
Students	I want my parents to be more involved in my education by:	45%	I am satisfied with the involvement of my parents.
Teachers	What are the biggest problems with which your school must deal?	40%	Parents' lack of interest
		32%	Parents involvement in school activities.
Elementary Parents	What are AISD's greatest strengths?	57%	Communication with parents
		44%	Parental involvement
Secondary Parents	How much are you involved in your son's/daughter's education?	58%	Very involved

Additional information on parent involvement can be found on pages 12, 22, and 25.

STUDENTS

Strengths and Weaknesses

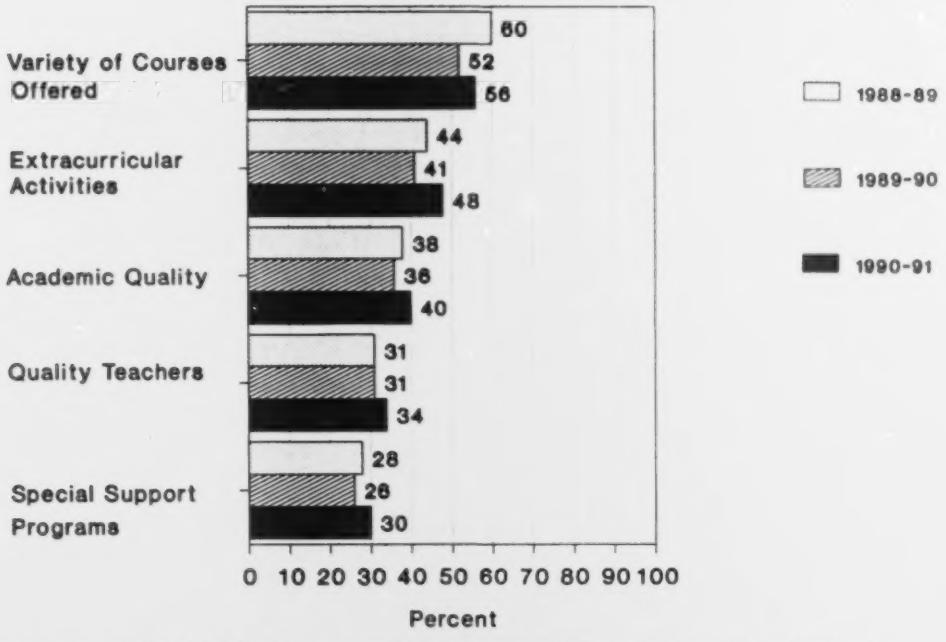
Students report that the variety of courses offered is AISD's greatest strength, while pupil lack of interest/ truancy is AISD's biggest problem.

In response to the question, "What are AISD's greatest strengths?," the top five student choices were:

1. Variety of courses offered
2. Extracurricular activities
3. Academic quality
4. Quality teachers
5. Special support programs

These responses are consistent with the 1988-89 and the 1989-90 student responses, as shown in Figure 1.

FIGURE 1
RESPONSES BY HIGH SCHOOL STUDENTS TO :
"WHAT ARE AISD'S GREATEST STRENGTHS?"



Students reported that the following five problems were the biggest problems in their school:

1. Pupils lack of interest/truancy
2. Lack of respect of teachers/other students
3. Teacher's lack of interest
4. Fighting
5. Drinking/Alcoholism

Figure 2 presents a comparison of students' rankings of the biggest problems for the current year and three previous years. One notable difference in this year's responses compared to past school years' is the omission of the problem "use of drugs" which has been listed as the number 1 or 2 problem for the past three years. Drinking/ alcoholism, ranked as the fourth biggest problem since 1988-89, has dropped to fifth this year. Another difference from past years is the appearance for the first time of "teachers' lack of interest" among the five biggest problems (see Figure 2).

FIGURE 2
FOUR-YEAR COMPARISON OF TOP FIVE RESPONSES BY HIGH SCHOOL STUDENTS TO: "WHAT DO YOU THINK ARE THE BIGGEST PROBLEMS WITH WHICH YOUR SCHOOL MUST DEAL?"

YEAR	PROBLEM	RANK	%
1987-88	Use of Drugs	1	39%
	Pupils' Lack of Interest/Truancy	2	34%
	Lack of Respect of Teachers/Other Students	3	26%
	Fighting	4	23%
	Lack of Discipline	5	23%*
YEAR	**PROBLEM**	**RANK**	**%**
1988-89	Pupils' Lack of Interest/Truancy	1	33%
	Use of Drugs	2	30%
	Lack of Respect of Teachers/Other Students	3	27%
	Drinking/Alcoholism	4	21%
	Fighting	5	21%*
YEAR	**PROBLEM**	**RANK**	**%**
1989-90	Use of Drugs	1	35%
	Pupils' Lack of Interest/Truancy	2	32%
	Lack of Respect of Teachers/Other Students	3	29%
	Drinking/Alcoholism	4	25%
	Fighting	5	21%
YEAR	**PROBLEM**	**RANK**	**%**
1990-91	Pupils' Lack of Interest/Truancy	1	34%
	Lack of Respect of Teachers/Other Students	2	31%
	Teachers' Lack of Interest	3	21%
	Fighting	4	21%*
	Drinking/Alcoholism	5	20%

* Some problems received the same percentage because of an equal number of responses or an equal percent when rounded.

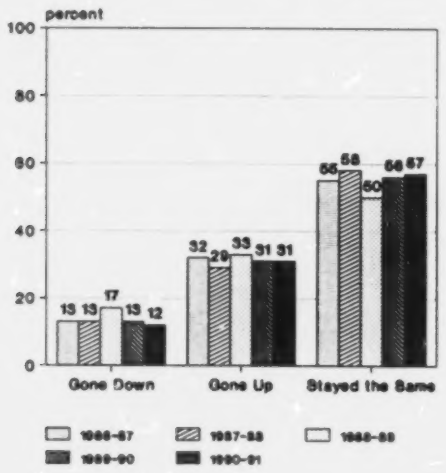
School Quality

Most students report that the quality of their school has gone up or stayed the same from the previous year.

When asked to rate the quality of education at their school compared to one year ago, most high school students (66%) report that the quality of their school has either gone up or stayed the same. Only a small percentage of students (9%) believe that the quality of their school has gone down.

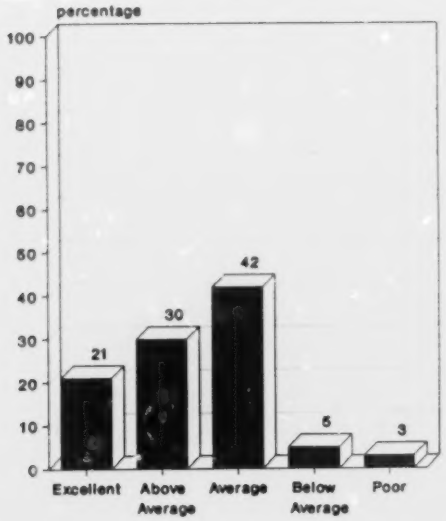
These responses follow the trend of the past four years, as shown in Figure 3.

FIGURE 3
RESPONSES BY HIGH SCHOOL STUDENTS TO:
"THE QUALITY OF EDUCATION AT MY SCHOOL HAS..."
1986-87 THROUGH 1990-91



Ninth graders were asked to rate the quality of their school on a scale from excellent to poor. Figure 4 illustrates their responses. Half (51%) of high school freshman rate their school as "above average" or "excellent."

FIGURE 4
RESPONSES BY NINTH GRADERS TO:
"THE QUALITY OF MY SCHOOL IS:"
1990-91 (N=1593)



SCHOOL CLIMATE/EFFECTIVENESS

High school students were generally positive in their perceptions about school satisfaction, discipline, and safety. Middle/junior high school students responded in a less positive manner to most items.

The middle/junior high school results were generated from a pilot survey of 6-8 grade students which was conducted in April, 1991 for the Division of Secondary Education. A sample of one third of students from each of AISD's middle/junior high schools participated voluntarily in this anonymous survey effort.

The following items concerning school satisfaction, discipline, and school safety and security, taken together, reflect student perceptions of school climate/effectiveness on their campus:

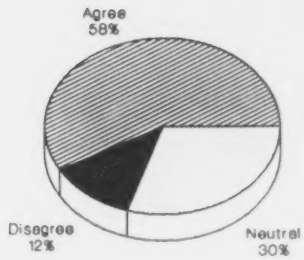
- Most high school students (62%) report that they enjoy coming to their school (see Figure 5). Only 50% of middle/junior high school students agree with this statement.
- Only 39% of high school students believe that their school makes students enthusiastic about learning (see Figure 6). An even smaller percentage of middle/junior high school students (33%) agree with this statement.
- A majority of ninth graders (69%) report that teachers at their school believe that they can achieve academically (see Figure 7). Over 70% of middle/junior high school students believe this statement.
- A majority of high school students (74%) believe their classes to be "very interesting" or "somewhat interesting" (see Figure 8).
- Almost half (48%) of high school students agree with the statement that discipline in their school is fair and related to violations of agreed-upon rules (see Figure 9).
- A small majority of high school students (53%) believe that most students in their school are well-behaved (see Figure 10). Only 15% of middle/junior high school students agree with this statement.
- Most high school students (57%) report that their school is a safe and secure place to learn (see Figure 11).

Compared to student responses in 1989, high school students in 1990 were significantly more positive in their beliefs concerning the following items:

- I enjoy coming to this school.
- This school makes students enthusiastic about learning.
- Discipline in this school is fair and related to violations of agreed upon rules.
- Most students in my school are well-behaved.
- This school is a safe and secure place to learn.

FIGURE 5
RESPONSES BY HIGH SCHOOL STUDENTS TO:
"I ENJOY COMING TO THIS SCHOOL"

N=2230 (1989)



N=2745 (1990)

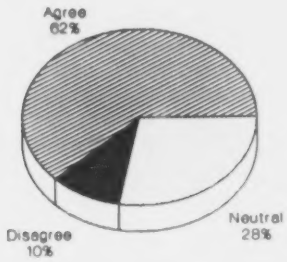
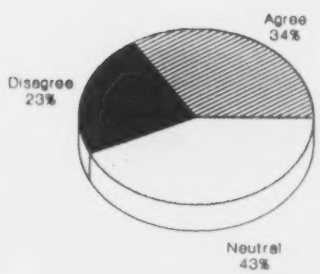


FIGURE 6
RESPONSES BY HIGH SCHOOL STUDENTS TO:
"THIS SCHOOL MAKES STUDENTS ENTHUSIASTIC ABOUT LEARNING"

N=2500 (1989)



N=2657 (1990)

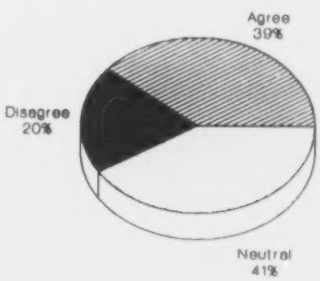


FIGURE 7
RESPONSES BY HIGH SCHOOL STUDENTS TO:
"TEACHERS AT THIS SCHOOL REALLY BELIEVE THAT I CAN ACHIEVE ACADEMICALLY"

N=1563 (1989) **N=1574 (1990)**

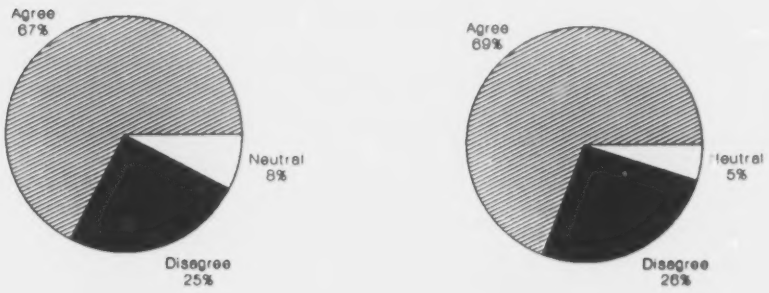
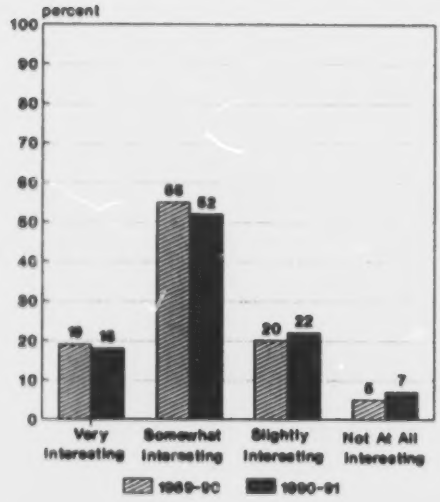


FIGURE 8
RESPONSES BY HIGH SCHOOL STUDENTS TO:
"IN GENERAL I THINK MY CLASSES ARE..."
N=900 (1989) N=567 (1990)



14

Discipline

FIGURE 9
RESPONSES BY HIGH SCHOOL STUDENTS TO:
"DISCIPLINE IN THIS SCHOOL IS FAIR AND RELATED TO VIOLATIONS OF AGREED UPON RULES"

N=2499 (1989) **N=2721 (1990)**

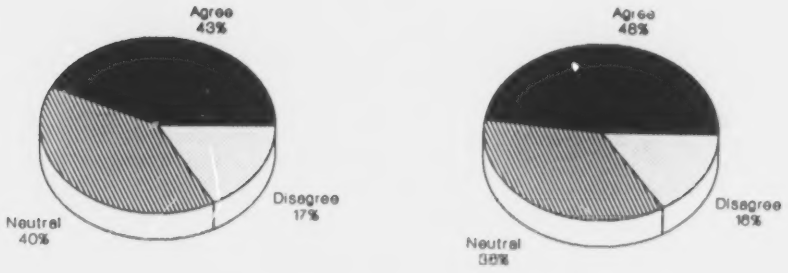


FIGURE 10
RESPONSES BY HIGH SCHOOL STUDENTS TO:
"MOST STUDENTS IN MY SCHOOL ARE WELL-BEHAVED"

	N=2,183 **1989-90**	N=2,777 **1990-91**
Strongly Agree + Agree	29%	33%
Neutral	46%	44%
Strongly Disagree + Disagree	26%	22%

School Safety and Security

FIGURE 11
RESPONSES BY HIGH SCHOOL STUDENTS TO:
"THIS SCHOOL IS A SAFE AND SECURE PLACE TO LEARN"

	N=2,256 **1989-90**	N=2,682 **1990-91**
Strongly Agree + Agree	52%	57%
Neutral	32%	31%
Strongly Disagree + Disagree	16%	13%

PARENT INVOLVEMENT

Most students report that they are satisfied with the involvement of their parents in their education.

The top three responses (N=729) to the statement "I want my parents to be more involved in my education by..." were:

1. I am satisfied with the involvement of my parents (45%).
2. Helping me to get my homework done (18%).
3. Helping me relate school learning to real life (14%).

A full 95% of 9th graders surveyed (N=1724) strongly agree (84%) or agree (11%) with the statement "My parents expect me to graduate from high school."

INTEREST IN TEACHING AS A CAREER

A majority of students surveyed say "no" to a career in teaching.

Figure 12 reports student responses to the statement "I am interested in teaching as a career" for this year and last year. Responses this year are not significantly different than those given last year.

FIGURE 12
RESPONSES BY HIGH SCHOOL STUDENTS TO:
"I AM INTERESTED IN TEACHING AS A CAREER"

	N=2,595 **1989-90**	N=2,686 **1990-91**
Yes	10%	11%
No	58%	56%
Neutral/Don't Know	32%	33%

TEACHERS AND OTHER PROFESSIONAL EMPLOYEES

The same 24 school climate/effectiveness items have been asked of AISD teachers, other professionals, and administrators for the past three years. Appendix D contains a chart of these items with results covering these three school years: 1988-89, 1989-90, and 1990-91.

This section will focus on summarizing these school climate items as they relate to school quality, discipline, District weaknesses, teacher morale and expectations, instructional leadership, and professional growth. In addition, other items which relate to teacher attitudes on dropout prevention efforts in AISD, parent involvement, and career goals will be discussed.

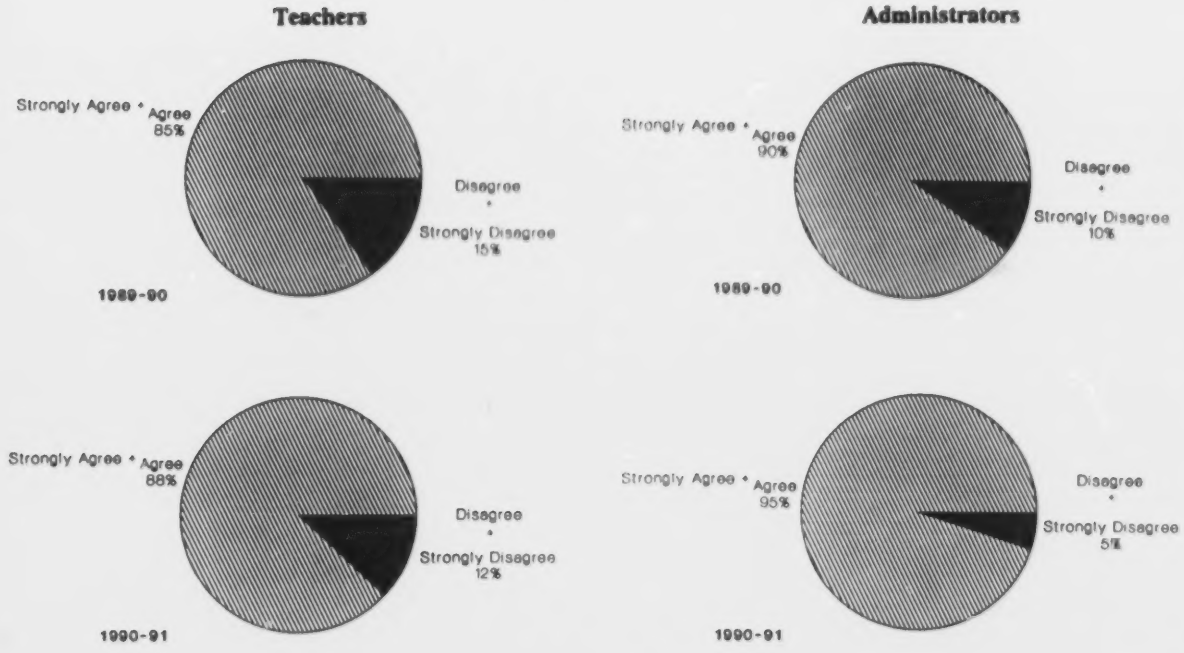
SCHOOL CLIMATE/EFFECTIVENESS

Teachers, other professionals, and administrators were generally positive in their perceptions about safety, satisfaction, discipline, and effectiveness in their schools.

School Safety

Most teachers (88%) and administrators (95%) strongly agree or agree with the statement "Our school has a safe climate" (see Figure 13). The 1990-91 responses are significantly more positive than those given in 1989-90.

FIGURE 13
RESPONSES OF TEACHERS AND ADMINISTRATORS TO:
"OUR SCHOOL HAS A SAFE CLIMATE"



In response to the statement "Our school has a purposeful, business-like climate," a large majority of teachers and administrators strongly agree or agree, as shown in Figure 14.

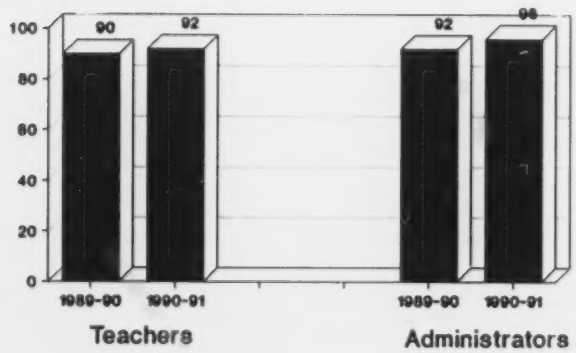
FIGURE 14
RESPONSES OF TEACHERS AND ADMINISTRATORS TO:
"OUR SCHOOL HAS A PURPOSEFUL, BUSINESS-LIKE CLIMATE"

Group	Year	SA+A	D +SD
Teachers	1989-90	91	9
	1990-91	86	14
Administrators	1989-90	91	9
	1990-91	94	6

SA+A= Strongly Agree +Agree Responses
D+SD= Disagree + Strongly Disagree Responses

Over 90% of teachers and administrators strongly agree or agree with the statement "The general school climate is conducive to learning." These responses are significantly more positive than those given last year to the same item (see Figure 15).

FIGURE 15
RESPONSES OF TEACHERS AND ADMINISTRATORS TO:
"THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING"



A majority of teachers, other professionals, and administrators rate the quality of their schools as excellent or above average.

Most teachers, other professionals, such as counselors and librarians, and administrators rate the quality of their schools as excellent or above average. The 1990-91 responses are not significantly different from those given the past two years. See Figure 16 below.

FIGURE 16
RESPONSES OF TEACHERS, OTHER PROFESSIONALS AND ADMINISTRATORS TO:
"I WOULD RATE THE QUALITY OF MY SCHOOL AS..."

		RESPONSES				
Group	Year	Excellent	Above Average	Average	Below Average	Poor
Teachers	1988-89	31%	40%	24%	5%	1%
	1989-90	36%	34%	23%	6%	1%
	1990-91	34%	39%	19%	7%	1%
Other Professionals	1988-89	38%	36%	20%	6%	1%
	1989-90	33%	44%	19%	4%	1%
	1990-91	46%	23%	25%	6%	0%
Administrators	1988-89	36%	45%	17%	0%	1%
	1989-90	43%	44%	13%	0%	0%
	1990-91	47%	44%	7%	2%	0%

Discipline

Teacher and administrator perceptions of student behavior, student-staff interactions, parental support of the school's disciplinary system, and of the overall school environment convey a positive image of discipline in AISD.

Most AISD teachers and administrators strongly agree, agree, or tend to agree that:

- Overall, students are well behaved in their school (teachers 79%, administrators 92%).
- There is a sense of order and discipline in their school (teachers 85%, administrators 98%).
- Students obey their school's rules (teachers 79%, administrators 95%).
- They are respected by their students (teachers 74%, administrators 90%).
- Parents support the school's rules and its disciplinary system (teachers 81%, administrators 98%).

Problems in AISD

Along with students, teachers and administrators were also asked to identify their school's biggest problems. Figure 17 below highlights their responses.

FIGURE 17
TOP FIVE BIGGEST PROBLEMS IDENTIFIED BY TEACHERS AND ADMINISTRATORS, 1990-91

Group	N	Top Five Biggest Problems
Elementary Teachers	708	1. Parents' lack of interest 2. Parents involvement in school activities 3. Lack of respect of teachers/ other students 4. Large schools/overcrowding 5. Lack of proper financial support
Secondary Teachers	682	1. Pupils' lack of interest/truancy 2. Lack of respect of teachers/ other students 3. Parents' lack of interest 4. Lack of discipline 5. Parents involvement in school activities
Administrators	188	1. Parents' involvement in school activities 2. Parents' lack of interest 3. Pupils' lack of interest/truancy 4. Lack of proper financial support 5. Lack of respect of teachers/ other students

Morale

Elementary teachers and elementary administrators responded most positively to the statement "The morale of this staff is generally high." Teachers at the elementary and high school levels gave significantly more positive responses about their staff's morale this year than last year (see Figure 18).

FIGURE 18
RESPONSES BY TEACHERS AND ADMINISTRATORS TO:
"THE MORALE OF THIS STAFF IS GENERALLY HIGH"

Group	Year	Agree	Disagree
TEACHERS			
Elementary	1989-90	75%	25%
	1990-91	78%	22%
Middle	1989-90	69%	31%
	1990-91	65%	35%
High School	1989-90	66%	34%
	1990-91	70%	30%
ADMINISTRATORS			
Elementary	1989-90	88%	12%
	1990-91	97%	3%
Secondary	1989-90	76%	24%
	1990-91	79%	21%

High Expectations/Teacher Behavior

Teachers and administrators strongly agree that school staff have high expectations for success, and that students can attain mastery of basic skills.

Almost all teachers and administrators at all levels strongly agree or agree that their school staff has high expectations for success, and most agree that their school staff believes and demonstrates that students can achieve mastery (see Figure 19).

FIGURE 19
RESPONSES OF TEACHERS AND ADMINISTRATORS TO STATEMENTS CONCERNING TEACHER EXPECTATIONS

Item	Responses of:	SA+A	D+SD
Our school staff has high expectations for success.	Elementary Teachers	96%	4%
	Middle/Junior Teachers	94%	6%
	High School Teachers	90%	10%
	Elementary Administrators	98%	2%
	Secondary Administrators	94%	6%
Our school staff believes and demonstrates that all students can attain mastery.	Elementary Teachers	93%	7%
	Middle/Junior Teachers	85%	15%
	High School Teachers	78%	22%
	Elementary Administrators	94%	6%
	Secondary Administrators	86%	14%

SA+A=Strongly Agree + Agree
D+SD=Disagree + Strongly Agree

Instructional Leadership

Teachers' perceptions of their school's principal are largely positive.

Most AISD teachers agree or tend to agree that:

- o Their principal is an effective instructional leader (84%).
- o Their principal is willing to discuss problems with them (90%).
- o Their decisions as professionals are supported and respected by campus administration (86%).

o There is collaborative planning and decision making at their school (80%).

o The channels of communication among the faculty, administrators, and other staff at their building are open and adequate (78%).

o The resolution of conflicts or problems is addressed positively at their campus (80%).

Teacher Satisfaction/Professionalism

A majority of teachers are satisfied with the staff development/ training they receive at their campus. Teachers also feel that job appraisals are fair.

FIGURE 20
RESPONSES OF TEACHERS TO STATEMENTS CONCERNING TEACHER SATISFACTION AND GROWTH AS A PROFESSIONAL

Item	Responses of:	SA+A	D+SD
My continued growth as a professional is supported by staff development/ training at my campus.	Elementary Teachers	91%	9%
	Middle/Junior Teachers	89%	11%
	High School Teachers	82%	18%
	Totals	89%	11%
Job performance appraisals on my campus are fair and representative of actual job performance.	Elementary Teachers	87%	13%
	Middle/Junior Teachers	81%	19%
	High School Teachers	78%	22%
	Totals	84%	16%

SA+A=Strongly Agree + Agree
D+SD=Disagree + Strongly Disagree

As shown in Figure 20:

- o A vast majority of teachers (89%) feel that their continued growth as a professional is supported by staff development/training at their campus.
- o Most teachers (85%) feel that job performance appraisals on their campus are fair and representative of actual job performance.

Compared to teacher responses in the 1989-90 school year, teachers responding in the 1990-91 school year were significantly more positive concerning the following school climate items:

- o Our school has a safe climate.
- o Our school has an orderly, purposeful, businesslike climate.

24

- The general school climate is conducive to learning.
- The morale of this staff is generally high.

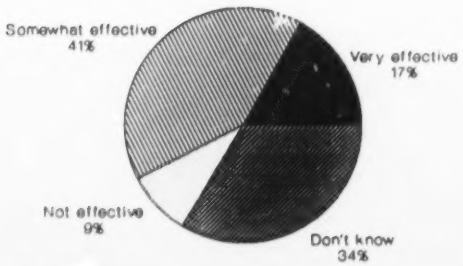
VIEWS ON AISD'S DROPOUT PREVENTION EFFORTS

Overall, teachers are positive in their views about AISD's dropout prevention programs.

In response to the item "Overall, the dropout prevention programs at my school are...," 58% of teachers responded "very effective" or "somewhat effective," as did 86% of administrators. See Figure 21.

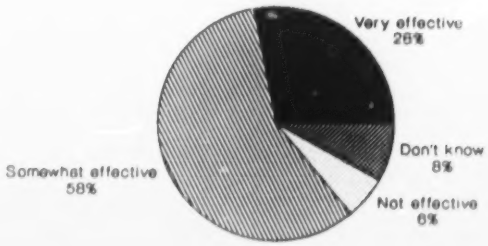
FIGURE 21
RESPONSES BY TEACHERS AND ADMINISTRATORS TO:
"OVERALL, THE DROPOUT PREVENTION PROGRAMS AT MY SCHOOL ARE..."

TEACHERS



1990-91

ADMINISTRATORS

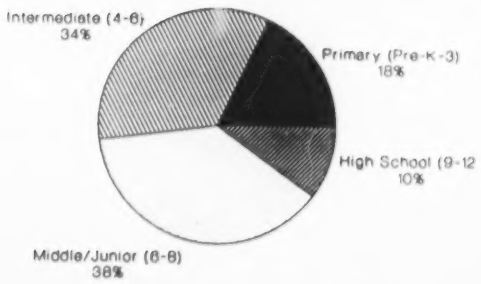


1990-91

- A majority of teachers (70%) and administrators (85%) strongly agree or agree that AISD is making serious efforts to keep students in school.
- Most secondary teachers (72%) believe that primary dropout prevention emphasis should be during the intermediate grades (4-6) or the middle/junior high school grades (6-8).
- Most administrators (72%) believe that primary dropout prevention emphasis should be during the primary school years (pre-K-3) or the intermediate grades (4-6). See Figure 22.

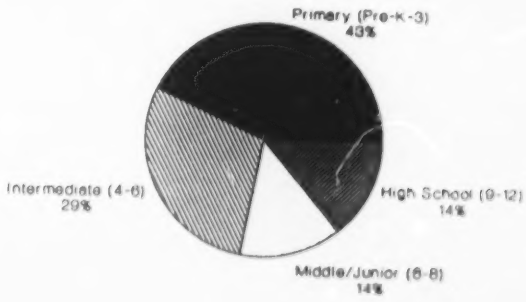
FIGURE 22
RESPONSES OF TEACHERS AND ADMINISTRATORS TO:
"PRIMARY DROPOUT PREVENTION EMPHASIS SHOULD BE DURING..."

TEACHERS



1990-91

ADMINISTRATORS



1990-91

VIEWS ON PARENT INVOLVEMENT IN AISD

Most teachers and administrators in AISD agree that parent involvement in their child's education is important.

- Almost all teachers (98%) agree or strongly agree that parent involvement is important to student success.
- In response to the statement "Parents are actively involved on my campus in a positive manner," 71% of teachers agree or strongly agree.
- A slight majority of teachers (51%) strongly agree or agree with the statement "The parents on my campus understand how to assist their children in learning the subject matter."
- Most administrators (78%) responded agree or tend to agree to the statement "Parents of my students support our efforts to educate their children."
- In response to the statement "My school should do more to encourage parent involvement," 69% of administrators agree or strongly agree.

TEACHER CAREER GOALS

A majority of AISD teachers see teaching as a long-term career.

Teachers were asked to respond to the question "Which of these statements best describes your career goals at this time?" and were given the following response options:

A. Teaching is my career; I'll teach as long as I can.
B. Undecided; I'm considering other options.
C. Teaching is not my career; I'll leave as soon as I can.

This school year, 76% of elementary teachers, 62% of high school teachers, and 78% of middle/junior high teachers chose response option A. See Figure 23 for a three-year comparison.

FIGURE 23
TEACHER RESPONSES TO THE QUESTION "WHICH OF THESE STATEMENTS BEST DESCRIBES YOUR CAREER GOALS AT THIS TIME?"--1988-89 THROUGH 1990-91

TEACHERS	YEAR	RESPONSE
Elementary	1988-89	A. 68% B. 30% C. 2%
	1989-90	A. 59% B. 38% C. 3%
	1990-91	A. 76% B. 22% C. 2%
Middle/Junior	1988-89	A. 67% B. 28% C. 5%
	1989-90	A. 55% B. 42% C. 3%
	1990-91	A. 78% B. 32% C. 0%
High School	1988-89	A. 71% B. 27% C. 2%
	1989-90	A. 71% B. 25% C. 4%
	1990-91	A. 62% B. 36% C. 2%

PARENTS

Elementary and secondary parents have been surveyed for the past three years concerning school issues such as school safety and security, academic quality, school effectiveness, home-school relations, strengths and weaknesses, and parent involvement. Appendix E contains charts of the elementary and secondary parent survey results for the past three years.

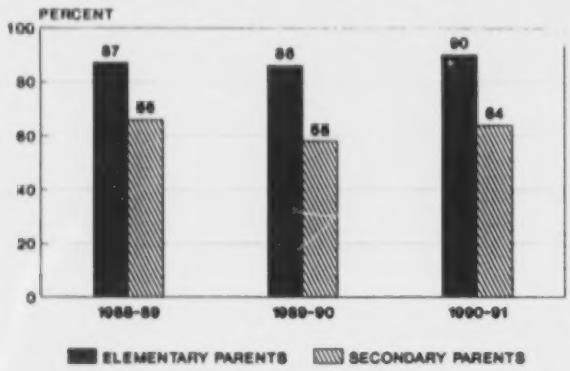
Over the three years of the secondary parent survey process the return rates have been consistently low. These low return rates call into question the viability of continuing to conduct this survey in the same manner in future years. This year's low return rate of 6% requires cautious interpretation of the secondary parent results presented here.

School Safety and Security

Most elementary and secondary parents responding to the 1990-91 parent surveys were positive in their perceptions of school safety and school quality.

In response to the item "My child's school is a safe and secure place to learn" 90% of elementary parents and 64% of secondary parents strongly agree or agree. See Figure 24.

FIGURE 24
SA+A* RESPONSES TO "MY CHILD'S SCHOOL IS A SAFE AND SECURE PLACE TO LEARN"



* Strongly Agree + Agree

School Quality and Effectiveness

With regard to academic quality and school effectiveness, parents responded as follows:

- Most elementary parents (83%) and most secondary parents (63%) strongly agree or agree that their child's school is an effective (excellent) school.
- Over 70% of elementary parents and over 57% of secondary parents report that compared to one year ago the quality of education in their child's school has either gone up or stayed the same.
- A majority of elementary parents (74%) and secondary parents (55%) rate their child's school as excellent or above average.

Strengths and Weaknesses

Elementary parents report that the instructional staff is AISD's greatest strength, while class size is AISD's greatest weakness.

In response to the question "What are AISD's greatest strengths?" the top three elementary parent responses were:

1. Instructional staff,
2. Communication with parents, and
3. Academic quality.

The top three secondary parent responses to the same question were:

1. Academic quality,
2. Quality teachers, and
3. Variety of courses offered.

The following three items were identified by elementary parents as AISD's greatest areas in need of improvement:

1. Class size,
2. Dropout prevention, and
3. Materials/equipment.

High school parents and middle school parents responded differently to the item "What do you think are the biggest problems with which your school must deal?" See chart below.

High School	1. Use of drugs 2. Parents' lack of interest/truancy 3. Lack of respect of teachers/other students
Middle School	1. Large schools/overcrowding 2. Fighting 3. Lack of respect of teachers/other students

Home School Relations/Parent Involvement

Elementary and Secondary parents are positive in their perceptions of home school relations and parent involvement.

- Just under 80% of elementary parents report that they have a positive relationship with the staff of their child's school.
- Just under 70% of secondary parents strongly agree that their son's/daugthter's school has positive relations with the home and school community.
- More than half of elementary parents (64%) strongly agree or agree that they are involved as much as they want to be in their child's school.
- Almost 60% of secondary parents report that they are very involved in their son's/daugther's education.
- Elementary parents rated the following as the top three ways they prefer to be involved with their child's school:
  1. Helping my child with homework,
  2. Signing report cards, and
  3. Attending parent/teacher conferences.

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APPENDIX A
Section 1
High School Student Survey
Five-Year Summary of Characteristics

CHARACTERISTICS	1986-87	1987-88	1988-89	1989-90	1990-91
Dates of Administration	Nov. 14-24	Nov. 5-16	Nov. 7-11	Nov. 21-Dec. 6	Nov. 5-9
Total Number of Items	29	65	90	93	86
Range of Items per Respondent	10-15	9-23	11-24	14-24	12-23
Average No./Items per Respondent	NA	14	14	18	18
Number of Surveys Sent Out	15,646	15,230	15,351	14,973	15,117
Number of Surveys Returned	13,035	12,667	13,186	13,076	12,940
Percentage of Surveys Returned	83%	83%	86%	87%	86%

NA = Not Available

APPENDIX A
Section 2
Employee Survey
Five-Year Summary of Characteristics

TEACHER

CHARACTERISTICS	1986-87	1987-88	1988-89	1989-90	1990-91
Dates of Administration	March 13-April 20	March 11-May 13	March 7-March 24	Jan. 15-Feb. 16	Jan. 16-Feb. 15
Total Number of Items	210	339	24 Anon.* 231 Conf.**	24 Anon. 280 Conf.	24 Anon. 333 Conf.
Range of Items per Respondent	13-23	8-24	24-48	29-48	36-48
Average No./Items per Respondent	NA	NA	24 Anon. 13 Conf.	24 Anon. 18 Conf.	24 Anon. 23 Conf.
No. of Surveys Sent Out	NA	NA	4,307 Anon. 4,033 Conf.	4,314 Anon. 4,110 Conf.	4,525 Anon 4,321 Conf
No. of Surveys Returned	NA	NA	4,105 Anon. 3,876 Conf.	4,041 Anon. 3,985 Conf.	4,156 Anon 4,084 Conf
Percentage of Surveys Returned	71%	78%	95% Anon. 96% Conf.	94% Anon. 97% Conf.	92% Anon. 95% Conf.

* Anonymous
** Confidential

NA = Not Available

APPENDIX A
Section 2
Employee Survey
Three-Year Summary of Characteristics

ADMINISTRATOR

CHARACTERISTICS	1988-89	1989-90	1990-91
Dates of Administration	Mar.17-24	Jan.15-Feb.16	Jan.16-Feb.18
Total Number of Items	20 Anon.* 129 Conf.**	20 Anon. 169 Conf.	20 Anon. 202 Conf.
Range of Items per Respondent	20 Anon. 8-24 Conf.	20 Anon. 10-24 Conf.	20 Anon. 6-36 Conf.
Average Number of Items per Respondent	20 Anon. 19 Conf.	20 Anon. 19 Conf.	20 Anon. 24 Conf.
Number of Surveys Sent Out	216 Anon. 324 Conf.	215 Anon. 318 Conf.	221 Anon. 333 Conf.
Number of Surveys Returned	190 Anon. 292 Conf.	189 Anon. 296 Conf.	173 Anon. 304 Conf.
Percentage of Surveys Returned	88% Anon. 90% Conf.	88% Anon. 93% Conf.	88% Anon. 94% Conf.

*Anonymous
**Confidential

APPENDIX A
Section 2
Employee Survey
Three-Year Summary of Characteristics

OTHER PROFESSIONAL

CHARACTERISTICS	1988-89	1989-90	1990-91
Date of Administration	Mar.17-24	Jan.15-Feb16	Jan.16-Feb.18
Total Number of Items	24 Anon.* 99 Conf.**	24 Anon. 138 Conf.	24 Anon. 138 Conf.
Range of Items per Respondent	24 Anon. 9-24 Conf.	24 Anon. 10-24 Conf.	24 Anon. 12-24 Conf.
Average Number of Items per Respondent	24 Anon. 18 Conf.	24 Anon. 18 Conf.	24 Anon. 19 Conf.
Number of Surveys Sent Out	427	436	446
Number of Surveys Returned	373	390	392
Percentage of Surveys Returned	87% Conf.	89% Conf.	89% Conf.

*Anonymous
**Confidential

APPENDIX A
Section 3
Elementary Parent Survey
Three-Year Summary of Characteristics

CHARACTERISTICS	1988-89	1989-90	1990-91
Dates of Administration	Mar.3-Apr.12	Mar.2-Apr.12	Mar. 4-Apr.12
Total Number of Items	15	15	15
Range of Items per Respondent	15	15	15
Average Number of Items/Respondent	15	15	15
Number of Surveys Sent Out	26,960	27,602	28,000
Number of Surveys Returned	13,324	14,668	4,292
Percentage of Surveys Returned	49%	53%	50%

APPENDIX A
Section 3
Secondary Parent Survey
Three-Year Summary of Characteristics

CHARACTERISTICS	1988-89	1989-90	1990-91
Dates of Administration	Apr.28-May 15	Mar.9-Mar. 30	Apr. 25-May 27
Total Number of Items	21	21	23
Range of Items per Respondent	21	21	23
Average Number of Items/Respondent	21	21	23
Number of Surveys Sent Out	2,015	27,409	26,703
Number of Surveys Returned	456	2,044	1,640
Percentage of Surveys Returned	23%	8%	6%

APPENDIX B

Item Selection Process

Item solicitation and selection for students, professionals, administrators, and parents is collaborative because it provides a forum for decision makers who have a stake in the survey process to voice their input and concerns. The process generally involves central office personnel and ORE program staff (among others) submitting an item or a set of items. All survey items then become part of a Cabinet agenda item for comment and review. ORE staff make final decisions on item selection for each survey administered.

Students

Items were solicited from Secondary Education, ORE staff, and vocational counselors in October, 1990. Overall, 86 items were distributed in November to 15,117 students, with 86% of all surveys returned.

Professionals

The 1990-91 professional employee survey was organized into two distinct sections: (1) 361 general items that dealt with a variety of topics like Chapter 1, TAAS, Cable TV, Spanish Academy, and middle schools; and, (2) 24 items on school climate/school effectiveness.

Survey items were solicited from elementary and secondary administrators, coordinators, other AISD departmental staff (e.g., Learning Resources, Media Production), ORE staff, principals, and Cabinet members. The same 24 school climate/effectiveness items reviewed by Cabinet in the 1988-89 school year were repeated.

ORE has developed a sophisticated, computerized system for item assignment, form generation, and processing which allows a large number of items to be included, while limiting items directed to one individual. All administrative and professional employees received 20-24 school climate items respectively; the other 361 items were randomly assigned to relevant populations. Thus, the maximum number of items per respondent was limited as shown below.

NUMBER OF ITEMS RECEIVED BY PROFESSIONALS AND ADMINISTRATORS ON THE 1991 EMPLOYEE SURVEY

BASED ON A TOTAL OF 361 SURVEY ITEMS, EACH EMPLOYEE RECEIVED BETWEEN 26-56 ITEMS:

		ADMINISTRATORS	PROFESSIONALS
o SCHOOL CLIMATE/SCHOOL EFFECTIVENESS ITEMS	=	20	24
o GENERAL/OTHER SURVEY ITEMS	=	36	24
TOTAL		56	48*

*** The range typifies what an administrator receiving a survey would get (20 SC/SE items with a minimum of six General Survey items = 26) and a teacher (24 SC/SE items with a maximum of 24 General Survey items = 48).**

ORE Pub. No. 90.47 contains the professional and administrator surveys and results for school climate/effectiveness items.

Parents

The elementary survey was comprised of 15 items and was administered to just under 28,000 parents. The secondary survey had a total of 21 items and was administered to 26,703 parents. ORE Pub. No.90.47 contains the elementary and secondary surveys and results.

APPENDIX C

Nature of the Surveys

Students

The high school student survey traditionally serves as the major means of obtaining vocational education course preference information, and all coordination efforts have been made through vocational education counselors at each campus. The need to capture additional information of interest and concern to secondary education personnel has resulted in the expansion of the survey agenda to include other topics such as honors courses, grades/grading procedures, and summer school. ORE Pub. No.90.47 contains student survey District total results.

Staff

The employee survey is designed to tap opinion from all professional staff within AISD such as teachers, other campus professionals (e.g., librarians and counselors), noncampus professionals (e.g., psychological associates), campus administrators, and central administrators. A wide range of topics of interest has been targeted to all AISD personnel or to specific groups.

Beginning in 1988-89, the survey has been administered during a faculty meeting, resulting in higher return rates than in previous years. The return rates for 1990-91 were 95%, 89%, and 94% for teachers, other professionals, and administrators, respectively.

Parents

Last year, the survey process was extended to collect all elementary parent and all secondary parent opinions. This year, as well, all elementary and all secondary parents were surveyed, totaling over 54,000 parents. Parent surveys alone accounted for 74% of the total distribution of District surveys. Topics centered around school climate, home-school relations, AISD's greatest strengths, and areas of improvement.

APPENDIX D
Anonymous Results

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS 1990-91

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

90.31

ITEMS	RESPONSES OF:		RESPONSES: STRONGLY AGREE(SA)	AGREE(A)	DISAGREE(D)	STRONGLY DISAGREE(SD)	SA+A	D+SD	RETURN RATE: # SENT	# RETURNED	%	# BLANK/ INVALID	# VALID	%
1. OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	ELEMENTARY	%	63	33	3	1	96	4	2623	2389	91	68	2321	88
	MIDDLE/JR	%	54	40	5	1	94	6	796	720	90	11	709	89
	HIGH SCH	%	49	41	7	2	90	10	1033	950	92	14	936	91
	TOTAL	%	58	36	5	1	94	6	4452	4059	91	93	3966	89
2. OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY.	ELEMENTARY	%	48	45	7	1	93	7	2623	2389	91	18	2371	90
	MIDDLE/JR	%	28	57	14	1	85	15	796	720	90	5	715	90
	HIGH SCH	%	24	54	19	4	78	22	1033	950	92	9	941	91
	TOTAL	%	39	49	11	1	88	12	4452	4059	91	32	4027	90
3. OUR SCHOOL HAS A SAFE CLIMATE.	ELEMENTARY	%	53	38	7	2	91	9	2623	2389	91	17	2372	90
	MIDDLE/JR	%	31	53	14	3	84	16	796	720	90	5	715	90
	HIGH SCH	%	30	52	13	5	82	18	1033	950	92	4	946	92
	TOTAL	%	44	44	10	3	88	12	4452	4059	91	26	4033	91
4. OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE.	ELEMENTARY	%	48	43	7	2	91	9	2623	2389	91	12	2377	91
	MIDDLE/JR	%	30	49	17	4	79	21	796	720	90	10	710	89
	HIGH SCH	%	29	51	16	5	79	21	1033	950	92	10	940	91
	TOTAL	%	40	46	11	3	86	14	4452	4059	91	32	4027	90
5. OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS.	ELEMENTARY	%	48	42	8	1	90	10	2623	2389	91	14	2375	91
	MIDDLE/JR	%	30	55	13	2	85	15	796	720	90	4	716	90
	HIGH SCH	%	25	52	18	6	77	23	1033	950	92	6	944	91
	TOTAL	%	39	47	11	3	86	14	4452	4059	91	24	4035	91
6. OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION.	ELEMENTARY	%	46	45	7	2	91	9	2623	2389	91	17	2372	90
	MIDDLE/JR	%	37	51	10	2	88	12	796	720	90	5	715	90
	HIGH SCH	%	27	53	17	4	79	21	1033	950	92	7	943	91
	TOTAL	%	40	48	10	2	88	12	4452	4059	91	29	4030	91
7. OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING.	ELEMENTARY	%	54	42	3	1	96	4	2623	2389	91	35	2354	90
	MIDDLE/JR	%	24	60	13	2	85	15	796	720	90	22	698	88
	HIGH SCH	%	22	64	12	2	86	14	1033	950	92	20	930	90
	TOTAL	%	42	50	7	1	92	8	4452	4059	91	77	3982	89
8. AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY.	ELEMENTARY	%	49	47	4	0	96	4	2623	2389	91	17	2372	90
	MIDDLE/JR	%	35	56	8	1	90	10	796	720	90	7	713	90
	HIGH SCH	%	26	60	12	2	85	15	1033	950	92	7	943	91
	TOTAL	%	41	51	7	1	92	8	4452	4059	91	31	4028	90
9. OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY.	ELEMENTARY	%	44	47	7	1	92	8	2623	2389	91	12	2377	91
	MIDDLE/JR	%	30	59	9	2	89	11	796	720	90	9	711	89
	HIGH SCH	%	29	55	13	3	84	16	1033	950	92	13	937	91
	TOTAL	%	38	51	9	2	90	10	4452	4059	91	34	4025	90
10. THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE.	ELEMENTARY	%	35	46	15	5	81	19	2623	2389	91	10	2379	91
	MIDDLE/JR	%	29	46	19	7	74	26	796	720	90	7	713	90
	HIGH SCH	%	27	47	19	7	74	26	1033	950	92	9	941	91
	TOTAL	%	32	46	16	6	78	22	4452	4059	91	26	4033	91

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS 1990-91

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF:		RESPONSES: STRONGLY AGREE(SA)	AGREE(A)	DISAGREE(D)	STRONGLY DISAGREE(SD)	SA+A	D+SD	RETURN RATE: # SENT	# RETURNED	%	# BLANK/ INVALID	# VALID	%
11 THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL.	ELEMENTARY	%	36	48	12	3	85	15	2623	2389	91	12	2377	91
	MIDDLE/JR	%	30	52	14	4	82	18	796	720	90	9	711	89
	HIGH SCH	%	22	52	19	7	74	26	1033	950	92	11	939	91
	TOTAL	%	32	50	14	4	82	18	4452	4059	91	32	4027	90
12 OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL.	ELEMENTARY	%	32	52	13	4	83	17	2623	2389	91	16	2373	90
	MIDDLE/JR	%	15	50	26	9	65	35	796	720	90	6	714	90
	HIGH SCH	%	22	56	17	5	78	22	1033	950	92	11	939	91
	TOTAL	%	26	52	16	5	79	21	4452	4059	91	33	4026	90
13 ADEQUATE RESOURCES (E.G., TEXT-BOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME.	ELEMENTARY	%	40	42	14	4	82	18	2623	2389	91	26	2363	90
	MIDDLE/JR	%	37	45	14	4	82	18	796	720	90	6	714	90
	HIGH SCH	%	32	51	12	5	83	17	1033	950	92	12	938	91
	TOTAL	%	38	45	14	4	82	18	4452	4059	91	44	4015	90
14 THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.	ELEMENTARY	%	50	45	3	1	96	4	2623	2389	91	18	2371	90
	MIDDLE/JR	%	27	59	12	2	86	14	796	720	90	2	718	90
	HIGH SCH	%	27	59	11	2	87	13	1033	950	92	9	941	91
	TOTAL	%	41	51	7	1	92	8	4452	4059	91	29	4030	91
15 THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS.	ELEMENTARY	%	52	38	7	3	90	10	2623	2389	91	25	2364	90
	MIDDLE/JR	%	46	41	8	4	88	12	796	720	90	10	710	89
	HIGH SCH	%	42	43	9	6	86	14	1033	950	92	17	933	90
	TOTAL	%	49	40	8	4	89	11	4452	4059	91	52	4007	90
16 MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S).	ELEMENTARY	%	48	40	10	3	88	12	2623	2389	91	23	2366	90
	MIDDLE/JR	%	38	45	12	5	83	17	796	720	90	7	713	90
	HIGH SCH	%	39	46	10	5	85	15	1033	950	92	16	934	90
	TOTAL	%	44	42	10	4	86	14	4452	4059	91	40	4013	90
17 MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS.	ELEMENTARY	%	44	47	7	2	91	9	2623	2389	91	28	2361	90
	MIDDLE/JR	%	34	55	9	2	89	11	796	720	90	8	712	89
	HIGH SCH	%	28	55	14	4	82	18	1033	950	92	16	934	90
	TOTAL	%	38	50	9	2	89	11	4452	4059	91	52	4007	90
18 JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE.	ELEMENTARY	%	40	47	10	3	87	13	2623	2389	91	47	2342	89
	MIDDLE/JR	%	31	50	13	6	81	19	796	720	90	15	705	89
	HIGH SCH	%	24	54	16	6	78	22	1033	950	92	18	932	90
	TOTAL	%	35	49	12	4	84	16	4452	4059	91	80	3979	89
19 OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE.	ELEMENTARY	%	38	48	11	2	87	13	2623	2389	91	46	2343	89
	MIDDLE/JR	%	28	53	16	3	81	19	796	720	90	20	700	88
	HIGH SCH	%	24	50	19	7	73	27	1033	950	92	25	925	90
	TOTAL	%	33	50	14	4	83	17	4452	4059	91	91	3968	89
20 NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION.	ELEMENTARY	%	36	53	10	1	88	12	2623	2389	91	23	2366	90
	MIDDLE/JR	%	28	56	13	2	84	16	796	720	90	9	711	89
	HIGH SCH	%	22	61	13	4	83	17	1033	950	92	14	936	91
	TOTAL	%	31	55	11	2	86	14	4452	4059	91	46	4013	90

ITEMS	RESPONSES OF:		RESPONSES: STRONGLY AGREE (SA)	AGREE (A)	DISAGREE (D)	STRONGLY DISAGREE (SD)	SA+A	D+SD	RETURN RATE: # SENT	# RETURNED	%	# BLANK INVALID	# VALID	%
21. THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL.	ELEMENTARY	%	33	50	13	3	83	17	2623	2389	91	34	2355	90
	MIDDLE/JR	%	25	53	18	5	77	23	796	720	90	10	710	89
	HIGH SCH	%	23	57	15	5	80	20	1033	950	92	19	931	90
	TOTAL	%	29	52	15	4	81	19	4452	4059	91	63	3996	90
22. STAFF ACHIEVEMENTS ARE RECOGNIZED.	ELEMENTARY	%	40	46	12	3	85	15	2623	2389	91	29	2360	90
	MIDDLE/JR	%	35	50	11	5	84	16	796	720	90	9	711	89
	HIGH SCH	%	30	53	13	5	83	17	1033	950	92	19	931	90
	TOTAL	%	36	48	12	4	85	15	4452	4059	91	57	4002	90
23. AN EFFORT IS MADE TO KEEP PAPER-WORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL.	ELEMENTARY	%	26	51	18	5	77	23	2623	2389	91	29	2360	90
	MIDDLE/JR	%	18	52	22	8	70	30	796	720	90	7	713	90
	HIGH SCH	%	13	50	27	11	62	38	1033	950	92	21	929	90
	TOTAL	%	21	51	21	7	72	28	4452	4059	91	57	4002	90
24. THE MORALE OF THIS STAFF IS GENERALLY HIGH.	ELEMENTARY	%	31	47	16	5	78	22	2623	2389	91	27	2362	90
	MIDDLE/JR	%	20	45	26	8	65	35	796	720	90	10	710	89
	HIGH SCH	%	20	50	22	8	70	30	1033	950	92	15	935	91
	TOTAL	%	26	48	19	7	74	26	4452	4059	91	52	4007	90

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

DISTRICTWIDE SURVEY OF CAMPUS ADMINISTRATORS 1990-91

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF:		RESPONSES: STRONGLY AGREE(SA)	AGREE(A)	DISAGREE(D)	STRONGLY DISAGREE(SD)	SA+A	D+SD	RETURN RATE: # SENT	# / % RETURNED	# BLANK/ INVALID	# / % VALID
1. OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	ELEMENTARY	%	62	36	2	0	98	2	127	99/ 78	2	97/ 76
	SECONDARY	%	58	36	6	0	94	6	94	74/ 79	2	72/ 77
	TOTAL	%	60	36	4	0	96	4	221	173/ 78	4	169/ 76
2. OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY.	ELEMENTARY	%	45	48	5	1	94	6	127	99/ 78	0	99/ 78
	SECONDARY	%	26	61	12	1	86	14	94	74/ 79	0	74/ 79
	TOTAL	%	37	54	8	1	91	9	221	173/ 78	0	173/ 78
3. OUR SCHOOL HAS A SAFE CLIMATE.	ELEMENTARY	%	66	33	0	1	99	1	127	99/ 78	0	99/ 78
	SECONDARY	%	42	48	5	4	90	10	94	74/ 79	1	73/ 78
	TOTAL	%	56	40	2	2	95	5	221	173/ 78	1	172/ 78
4. OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE.	ELEMENTARY	%	66	31	3	0	97	3	127	99/ 78	0	99/ 78
	SECONDARY	%	39	50	8	3	89	11	94	74/ 79	0	74/ 79
	TOTAL	%	54	39	5	1	94	6	221	173/ 78	0	173/ 78
5. OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS.	ELEMENTARY	%	56	37	7	0	93	7	127	99/ 78	0	99/ 78
	SECONDARY	%	38	47	12	3	85	15	94	74/ 79	0	74/ 79
	TOTAL	%	48	42	9	1	90	10	221	173/ 78	0	173/ 78
6. OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION.	ELEMENTARY	%	56	39	5	0	95	5	127	99/ 78	1	98/ 77
	SECONDARY	%	39	46	12	3	85	15	94	74/ 79	0	74/ 79
	TOTAL	%	49	42	8	1	91	9	221	173/ 78	1	172/ 78
7. OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING.	ELEMENTARY	%	55	43	2	0	98	2	127	99/ 78	1	98/ 77
	SECONDARY	%	21	73	6	0	94	6	94	74/ 79	3	71/ 76
	TOTAL	%	41	56	4	0	96	4	221	173/ 78	4	169/ 76
8. AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY.	ELEMENTARY	%	57	40	3	0	97	3	127	99/ 78	1	98/ 77
	SECONDARY	%	32	62	4	1	95	5	94	74/ 79	0	74/ 79
	TOTAL	%	47	49	3	1	96	4	221	173/ 78	1	172/ 78
9. OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY.	ELEMENTARY	%	57	41	2	0	98	2	127	99/ 78	0	99/ 78
	SECONDARY	%	28	61	11	0	89	11	94	74/ 79	0	74/ 79
	TOTAL	%	45	50	6	0	94	6	221	173/ 78	0	173/ 78
10. THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE.	ELEMENTARY	%	57	38	3	2	95	5	127	99/ 78	3	96/ 76
	SECONDARY	%	32	54	11	3	86	14	94	74/ 79	0	74/ 79
	TOTAL	%	46	45	6	2	91	9	221	173/ 78	3	170/ 77

ITEMS	RESPONSES OF:		RESPONSES: STRONGLY AGREE (SA)	AGREE (A)	DISAGREE (D)	STRONGLY DISAGREE (SD)	SA+A	D+SD	RETURN RATE: # SENT	# / % RETURNED	# BLANK/ INVALID	# / % VALID
11. THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL.	ELEMENTARY	%	53	42	5	0	95	5	127	99/ 78	0	99/ 78
	SECONDARY	%	39	47	11	3	86	14	94	74/ 79	0	74/ 79
	TOTAL	%	47	45	8	1	91	9	221	173/ 78	0	173/ 78
12. OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL.	ELEMENTARY	%	53	41	5	1	94	6	127	99/ 78	0	99/ 78
	SECONDARY	%	23	66	7	4	89	11	94	74/ 79	0	74/ 79
	TOTAL	%	40	52	6	2	92	8	221	173/ 78	0	173/ 78
13. ADEQUATE RESOURCES (E.G., TEXT-BOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME.	ELEMENTARY	%	56	35	7	2	91	9	127	99/ 78	1	98/ 77
	SECONDARY	%	41	49	10	0	90	10	94	74/ 79	1	73/ 78
	TOTAL	%	50	41	8	1	91	9	221	173/ 78	2	171/ 77
14. THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.	ELEMENTARY	%	62	36	2	0	98	2	127	99/ 78	0	99/ 78
	SECONDARY	%	38	55	7	0	93	7	94	74/ 79	1	73/ 78
	TOTAL	%	52	44	4	0	96	4	221	173/ 78	1	172/ 78
15. JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE.	ELEMENTARY	%	58	39	2	1	97	3	127	99/ 78	1	98/ 77
	SECONDARY	%	37	53	10	0	90	10	94	74/ 79	1	73/ 78
	TOTAL	%	49	45	5	1	94	6	221	173/ 78	2	171/ 77
16. OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE.	ELEMENTARY	%	50	47	2	1	97	3	127	99/ 78	1	98/ 77
	SECONDARY	%	27	56	14	3	84	16	94	74/ 79	1	73/ 78
	TOTAL	%	40	51	7	2	91	9	221	173/ 78	2	171/ 77
17. THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL.	ELEMENTARY	%	50	46	3	1	96	4	127	99/ 78	1	98/ 77
	SECONDARY	%	38	53	7	1	92	8	94	74/ 79	1	73/ 78
	TOTAL	%	45	49	5	1	94	6	221	173/ 78	2	171/ 77
18. STAFF ACHIEVEMENTS ARE RECOGNIZED.	ELEMENTARY	%	55	40	5	0	95	5	127	99/ 78	0	99/ 78
	SECONDARY	%	41	47	11	1	88	12	94	74/ 79	1	73/ 78
	TOTAL	%	49	43	8	1	92	8	221	173/ 78	1	172/ 78
19. THE EFFORT IS MADE TO KEEP PAPER-WORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL.	ELEMENTARY	%	42	50	6	2	92	8	127	99/ 78	1	98/ 77
	SECONDARY	%	19	64	11	5	84	16	94	74/ 79	1	73/ 78
	TOTAL	%	32	56	8	4	88	12	221	173/ 78	2	171/ 77
20. THE MORALE OF THIS STAFF IS GENERALLY HIGH.	ELEMENTARY	%	47	49	2	1	97	3	127	99/ 78	4	95/ 75
	SECONDARY	%	29	50	13	7	79	21	94	74/ 79	6	68/ 72
	TOTAL	%	40	50	7	4	90	10	221	173/ 78	10	163/ 74

APPENDIX E
ELEMENTARY PARENT SURVEY: 1988-89, 1989-90, AND 1990-91

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
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SCHOOL: ALL ELEMENTARY

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RESPONSES — SUMMARY

ITEMS	RESPONSES OF:		STRONGLY AGREE (SA)	AGREE (A)	NEUTRAL	DISAGREE (D)	STRONGLY DISAGREE (SD)	DON'T KNOW/NOT APPLICABLE	AGREE (SA+A)	DISAGREE (D+SD)
1. IN GENERAL, THE BUILDINGS AND GROUNDS OF MY CHILD'S SCHOOL ARE WELL MAINTAINED, NEAT, CLEAN, AND ATTRACTIVE.	ALL ELEMENTARY	88-89	38%	51%	6%	3%	1%	1%	89%	4%
		89-90	35%	51%	9%	4%	1%	1%	86%	5%
		90-91	40%	49%	7%	3%	1%	0%	89%	4%
		CHANGE FROM								
		88-89	2%	-2%	1%	0%	0%	-1%	0%	0%
		89-90	5%	-2%	-2%	-1%	0%	-1%	3%	-1%
2. THE MISSION OR PHILOSOPHY OF MY CHILD'S SCHOOL HAS BEEN CLEARLY COMMUNICATED TO ME.	ALL ELEMENTARY	88-89	27%	49%	14%	6%	1%	2%	76%	7%
		89-90	28%	49%	14%	5%	1%	2%	77%	6%
		90-91	31%	48%	14%	4%	1%	2%	79%	5%
		CHANGE FROM								
		88-89	4%	-1%	0%	-2%	0%	0%	3%	-2%
		89-90	3%	-1%	0%	-1%	0%	0%	2%	-1%
3. MY CHILD'S SCHOOL IS A SAFE, SECURE PLACE TO LEARN.	ALL ELEMENTARY	88-89	39%	48%	9%	2%	1%	1%	87%	3%
		89-90	38%	48%	9%	3%	1%	1%	86%	4%
		90-91	43%	47%	7%	1%	0%	1%	90%	1%
		CHANGE FROM								
		88-89	4%	-1%	-2%	-1%	-1%	0%	3%	-2%
		89-90	5%	-1%	-2%	-2%	-1%	0%	4%	-3%
4. THE STAFF AT MY CHILD'S SCHOOL REALLY BELIEVES THAT HE/SHE CAN ACHIEVE ACADEMICALLY.	ALL ELEMENTARY	88-89	48%	42%	6%	1%	0%	2%	90%	1%
		89-90	47%	42%	7%	1%	0%	1%	89%	1%
		90-91	50%	40%	6%	1%	1%	1%	90%	2%
		CHANGE FROM								
		88-89	2%	-2%	0%	0%	1%	-1%	0%	1%
		89-90	3%	-2%	-1%	0%	1%	0%	1%	1%
5. MY CHILD'S SCHOOL IS AN EFFECTIVE (EXCELLENT) SCHOOL.	ALL ELEMENTARY	88-89	37%	46%	13%	3%	1%	1%	83%	4%
		89-90	35%	46%	14%	3%	1%	1%	81%	4%
		90-91	39%	44%	12%	3%	1%	1%	83%	4%
		CHANGE FROM								
		88-89	2%	-2%	-1%	0%	0%	0%	0%	0%
		89-90	4%	-2%	-2%	0%	0%	0%	2%	0%
6. DISCIPLINE IN MY CHILD'S SCHOOL IS FAIR AND RELATED TO AGREED-UPON RULES.	ALL ELEMENTARY	88-89	33%	49%	11%	3%	1%	3%	82%	4%
		89-90	30%	50%	12%	3%	1%	3%	80%	4%
		90-91	33%	49%	11%	3%	1%	3%	82%	4%
		CHANGE FROM								
		88-89	0%	0%	0%	0%	0%	0%	0%	0%
		89-90	3%	-1%	-1%	0%	0%	0%	2%	0%
7. MY CHILD HAS LEARNED A LOT THIS SCHOOL YEAR.	ALL ELEMENTARY	88-89	51%	39%	7%	2%	1%	0%	90%	3%
		89-90	49%	40%	8%	2%	1%	0%	89%	3%
		90-91	51%	39%	7%	2%	1%	0%	90%	3%
		CHANGE FROM								
		88-89	0%	0%	0%	0%	0%	0%	0%	0%
		89-90	2%	-1%	-1%	0%	0%	0%	1%	0%
8. I HAVE A POSITIVE RELATIONSHIP WITH THE STAFF OF MY CHILD'S SCHOOL.	ALL ELEMENTARY	88-89	33%	45%	16%	3%	1%	2%	78%	4%
		89-90	32%	45%	16%	4%	1%	2%	77%	5%
		90-91	35%	44%	15%	3%	1%	1%	79%	4%
		CHANGE FROM								
		88-89	2%	-1%	-1%	0%	0%	-1%	1%	0%
		89-90	3%	-1%	-1%	-1%	0%	-1%	2%	-1%
9. I AM INVOLVED AS MUCH AS I WANT TO BE IN MY CHILD'S SCHOOL.	ALL ELEMENTARY	88-89	21%	43%	19%	14%	2%	2%	64%	16%
		89-90	20%	42%	20%	14%	2%	1%	62%	16%
		90-91	22%	42%	20%	13%	2%	1%	64%	15%
		CHANGE FROM								
		88-89	1%	-1%	1%	-1%	0%	-1%	0%	-1%
		89-90	2%	0%	0%	-1%	0%	0%	2%	-1%

ELEMENTARY PARENT SURVEY: 1988-89, 1989-90, AND 1990-91

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
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RESPONSES

ITEMS	RESPONSES OF:		-A-	-B-	-C-	-D-	-E-	-F-	-G-	-H-	-I-	-J-	-K-	-L-	-M-	CHOICES
10 MY PREFERRED WAYS OF BEING INVOLVED WITH MY CHILD'S SCHOOL ARE: (CHOOSE ALL THAT APPLY)	ALL ELEMENTARY	88-89	25%	40%	69%	76%	28%	81%	64%	44%	22%	7%				A. PARTICIPATING IN PARENT TRAINING.
		89-90	24%	39%	70%	76%	28%	81%	63%	44%	21%	7%				B. PARTICIPATING IN THE SCHOOL'S PTA/PTO.
		90-91	25%	40%	68%	78%	29%	84%	66%	45%	21%	6%				C. ATTENDING PARENT/ TEACHER CONFERENCES.
		CHANGE FROM														D. SIGNING REPORT CARDS.
		88-89	0%	0%	-1%	2%	1%	3%	2%	1%	-1%	-1%				E. VOLUNTEERING AT THE SCHOOL (SPEAKER, CLERK, TUTOR, HELPER, ETC.).
		89-90	1%	1%	-2%	2%	1%	3%	3%	1%	0%	-1%				F. HELPING MY CHILD WITH HOMEWORK.
																G. WORKING WITH MY CHILD ON REINFORCEMENT ACTIVITIES.
																H. HELPING WITH EXTRA-CURRICULAR ACTIVITIES.
																I. PARTICIPATING IN PLANNING ACTIVITIES.
																J. OTHER
11 I TALK TO MY CHILD ABOUT WHAT HAPPENS AT SCHOOL.	ALL ELEMENTARY	88-89	71%	23%	5%	0%										A. VERY OFTEN
		89-90	72%	22%	5%	0%										B. OFTEN
		90-91	72%	22%	6%	0%										C. SOMETIMES
		CHANGE FROM														D. NEVER
		88-89	1%	-1%	1%	0%										
		89-90	0%	0%	1%	0%										
12 COMPARED TO A YEAR AGO, THE QUALITY OF EDUCATION IN MY CHILD'S SCHOOL HAS:	ALL ELEMENTARY	88-89	31%	3%	38%	27%										A. GONE UP.
		89-90	29%	4%	42%	24%										B. GONE DOWN.
		90-91	32%	4%	42%	23%										C. STAYED ABOUT THE SAME.
		CHANGE FROM														D. DID NOT ATTEND THIS SCHOOL LAST SCHOOL YEAR.
		88-89	1%	1%	4%	-4%										
		89-90	3%	0%	0%	-1%										
13 I WOULD RATE THE QUALITY OF EDUCATION IN MY CHILD'S SCHOOL AS:	ALL ELEMENTARY	88-89	36%	36%	26%	2%	0%									A. EXCELLENT.
		89-90	34%	37%	27%	2%	0%									B. ABOVE AVERAGE.
		90-91	38%	36%	24%	2%	0%									C. AVERAGE.
		CHANGE FROM														D. BELOW AVERAGE.
		88-89	2%	0%	-2%	0%	0%									E. POOR.
		89-90	4%	-1%	-3%	0%	0%									
14 WHAT ARE AISD'S GREATEST STRENGTHS? (CHOOSE ALL THAT APPLY)	ALL ELEMENTARY	88-89	53%	57%	57%	35%	41%	27%	33%	28%	12%	42%	29%	4%		A. ACADEMIC QUALITY
		89-90	51%	56%	55%	33%	42%	27%	26%	24%	13%	40%	27%	30%	4%	B. INSTRUCTIONAL STAFF
		90-91	52%	58%	57%	34%	44%	29%	32%	28%	13%	40%	29%	30%	3%	C. COMMUNICATION WITH PARENTS
		CHANGE FROM														D. DISCIPLINE
		88-89	-1%	1%	0%	-1%	3%	2%	-1%	0%	1%	-2%	0%	26%		E. PARENTAL INVOLVEMENT
		89-90	1%	2%	2%	1%	2%	2%	6%	4%	0%	0%	2%	0%	-1%	F. DRUGS/SEX/AIDS EDUCATION
																G. SCHOOL FACILITIES
15 WHAT ARE AISD'S GREATEST AREAS IN NEED OF IMPROVEMENT? (CHOOSE ALL THAT APPLY)	ALL ELEMENTARY	88-89	23%	18%	28%	18%	20%	27%	23%	30%	30%	22%	31%	11%		H. MATERIALS/EQUIPMENT
		89-90	25%	17%	27%	17%	20%	27%	36%	33%	30%	21%	35%	22%	9%	I. DROPOUT PREVENTION
		90-91	24%	17%	28%	19%	21%	25%	27%	29%	30%	21%	33%	22%	8%	J. SPECIAL SUPPORT PROGRAMS (I.E., SPECIAL EDUCATION, AIM HIGH)
		CHANGE FROM														K. CLASS SIZE
		88-89	1%	-1%	0%	1%	1%	-2%	4%	-1%	0%	-1%	2%	11%		L. ALCOHOL/DRUG ABUSE PREVENTION EFFORTS
		89-90	-1%	0%	1%	2%	1%	-2%	-9%	-4%	0%	0%	-2%	0%	-1%	M. OTHER

RETURN RATE			SENT	RETURNED	% RETURNED
	ALL ELEMENTARY	88-89	5169	2311	44.7%
		89-90	27602	14668	53.1%
		90-91	28485	14292	50.2%
		CHANGE FROM			
		88-89	23316	11981	5.5%
		89-90	883	-376	-3.0%

*NOT ALL SURVEY RESPONDENTS ANSWERED ALL QUESTIONS

*NOT ALL PERCENTAGES ADD UP TO 100% DUE TO ROUNDING

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AUSTIN INDEPENDENT SCHOOL DISTRICT

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